



Understanding and Improving Oral Corrective Feedback in Primary FL Classrooms in Portugal

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Abstract

The main axis of this study is the analysis of oral corrective feedback (OCF) procedures in the context of teaching English in primary school in Portugal. It presents a deeper understanding of OCF strategies and establishes links between these and their potential effectiveness. The study encompassed the audio recording, transcription and analysis of ten 45 minutes lessons at a private school in Lisbon, an online survey to primary teachers of English in Portugal, an interview with my co-operating teacher, a questionnaire to the learners involved in the research and a learning journal. As the study was implemented, my approach to OCF changed considerably. Results show that OCF is an inevitable and highly complex process, that there is little evidence to corroborate that it is detrimental to learning and that it can and should be assumed as a powerful tool for enhanced English teaching/learning in the primary context.

Key words: English in primary education, intake, oral corrective feedback, strategies, uptake

Resumo

O eixo principal deste estudo é o da análise dos procedimentos de correção oral de erros (OCF) no contexto do ensino de Inglês na escola primária em Portugal. Apresenta um entendimento aprofundado das estratégias de OCF e estabelece ligações entre estas e a sua potencial eficácia. O estudo abrangeu a gravação áudio, transcrição e análise de 10 aulas de 45 minutos numa escola privada em Lisboa, um inquérito *online* a professores de Inglês na primária em Portugal, uma entrevista à professora cooperante, um questionário aos alunos envolvidos na pesquisa e um diário do professor. No decorrer da implementação, a minha abordagem à OCF alterou-se de forma significativa. Os resultados demonstram que a OCF é um processo inevitável e altamente complexo, que não existem dados suficientes para corroborar efeitos negativos na aprendizagem e que a OCF pode, e deve, ser assumida como uma ferramenta poderosa na melhoria do ensino/aprendizagem de Inglês no contexto da escola primária.

Palavras-chave: Inglês na escola primária, *intake*, correção oral de erros, estratégias, *uptake*

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ABBREVIATIONS

AR – Action research

CF – Corrective feedback

ESRC – Economic and Social Research Council

FCSH – Faculty of Social and Human Sciences

FL – Foreign language

L2 – Second language

OCF – Oral corrective feedback

TU – Thematic unit

Chapter 1 – Introduction

1- Focus

The focus of this research was to understand and improve my approach to Oral Corrective Feedback (OCF) in the context of teaching English as a foreign language (FL) in the primary classroom in Portugal. This research was made even more relevant given that oral work performs a key function in the teaching of English as a FL to Primary school children (ages typically ranging from 6 to 10). The key objectives were (i) to understand what types of OCF I used the most, (ii) to categorise these, (iii) to experiment with different types and (iv) to consider the efficacy of OCF in learners' immediate uptake and short-term intake¹.

The main assumption was that if OCF played a pivotal role in teaching English as a FL, deliberate collection of and reflection on OCF data produced in the classroom context would allow me to become aware of the shortcomings in my practice and, as such, to consider new approaches towards its improvement. However, as the project unfolded, I realised that the four objectives outlined above were too static and had to be reconfigured. In fact, the use of OCF is a dynamic process and, during practicum, my preferences regarding OCF strategies changed significantly. Plus, it was not easy to consider the efficacy of OCF in terms of uptake and even more so concerning intake. Hence, the focus progressively consolidated around two vectors: what strategies are mostly employed in primary FL teaching in Portugal? What are the most effective in terms of uptake/intake?

2 – Rationale

The rationale for the project was based upon the notions that little research had been done concerning OCF in the context of teaching English as a FL in primary and the more so in the particular context of Portugal. The aim was to obtain a better understanding of strengths and shortcomings, thus establishing the basis for a systematic and solid ongoing reflection/criticism bending on improving oral corrective feedback. I perceived the manifold benefits of such an investigation: it would imply the review of my OCF practices, entail a better understanding of the approaches used to implement them and, ultimately, help develop improved methods. Simultaneously, I

¹ These crucial concepts are developed in Chapter 2.

expected that opinions and contributions from other Portuguese teachers of English as a FL (and learners) would help supplement a more cohesive understanding of OCF in primary in Portugal.

Chapter 2 – Literature review

1 – Definition of oral corrective feedback

Oral corrective feedback has been defined in several ways, for example as “responses to learner utterances containing an error” (Ellis 2006: 28) or as a type of negative feedback that takes the form of several strategic responses to learner utterances containing linguistic errors. Accordingly, these responses are a repair and can consist of (i) a warning that an error has been committed, (ii) provision of the correct target language form, (iii) metalinguistic information about the nature of the error, or (iv) several combinations of these (Ellis, Loewen, & Erlam, 2006).

Although researchers vary in their definitions of OCF, there is a consensus that it is a disseminated and necessary practice in teaching English as a FL. Moreover, OCF “plays a pivotal role in the kind of scaffolding that teachers need to provide to individual learners to promote continuing L2 growth” (Lyster, Saito & Saito, 2013: 1). In this sense, OCF is almost unavoidable: when faced with errors, teachers will need to address and correct them.

How teachers address and effectively repair/correct errors, namely in the context of teaching children, is a different though closely related subject: several variables are at play, namely if oral correction is of an implicit/explicit nature and which are the best strategies to maximize its effect – to provide OCF that results in immediate uptake and, more elusively, posterior intake. The concept of uptake refers to the learners’ observable immediate response to corrective feedback in their utterances; whereas intake refers to what was actually assimilated and is observable by the learners’ own production (or output) after a longer period of time: two to three days or more. Ellis (2009: 14) wrote that “Teachers need to create space following the corrective move for learners to uptake the correction”. Ellis’ observation refers to the very short time, so as to verify nearly immediate OCF efficacy (uptake); however, the notion can be transferred to the longer term; hence the necessity for the more difficult, elusive concept of intake: the observable result on a long-term basis.

2 – Taxonomy of oral corrective feedback

Taking into consideration that OCF is almost unavoidable, the focus then is on how to better exploit its effects for enhanced learning and, particularly, what tools to use in order to achieve/verify OCF’s efficacy. In accordance, research has concluded that

several strategies are employed and that these can have a more or less implicit/explicit nature. Some researchers favour implicit OCF, while others favour explicit and still others favour a mix of both. Nonetheless, at least six consistently used strategies in practice have been studied. These are: recasts, clarification requests, metalinguistic feedback, explicit feedback, elicitation and repetition.

2.1 – Recast. Recasts take the shape of a reformulation of the learner's wrong utterance into correct form. Take the following example:

S: He has cat.

T: Oh, he has *a* cat.

Recasts are one of the most commonly used OCF strategies, but there is substantial doubt regarding their efficacy. For one, often teachers recast and do not allow students to follow up or assemble the correction in their own subsequent oral production. Academic research has also highlighted that recasts can take several different forms and carry out a variety of functions, which makes definition and efficacy difficult (Ellis, 2006: 575). Inevitably, the strategy of global recasting in primary teaching contexts might lead learners to experience difficulty in perceiving the corrective strength of recasts because “recasts are multifunctional [and] there is no clear evidence that recasts work better (...) than other corrective strategies” (Ellis & Sheen, 2006: 597).

2.2 – Clarification request. These are less frequent and usually happen when teachers do not understand a learner's initial utterance/response. By using questions like ‘Excuse me?’ or ‘I don't understand’, teachers point out that “the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required” (Tedick & Gortari, 1998: 03). Again and by itself, a clarification request does not appear to be a very efficient strategy; plus, in the context of teaching children, this strategy alone may result in learners turning mute or, also likely, reverting to native language in order to clarify the teacher's request.

2.3 – Metalinguistic feedback. Assumes the nature of a repetition of the error followed by metalinguistic explanations. Consider the following example:

S: He has cat.

T: He has cat? You need the indefinite article “a”.

Obviously, in primary, these will tend to be less frequent or assume a simplified form. In fact, grammar explanations encourage a teacher-centred classroom environment, and so may hinder learner involvement and interaction. Plus, young learners are mostly unaware of metalinguistic terminology and may not be able to understand the concepts addressed. Further, metalinguistic feedback is seldom as memorable as other teaching options (Silvia, 2006).

2.4 – Explicit feedback. The student is made explicitly aware that an error has been committed and the correct form is stressed by the teacher. Explicit OCF is by nature a more invasive process and, as such, must be addressed carefully: the student learns the nature of the error but, simultaneously, is made directly aware that she/he produced an incorrect utterance. The strategy is potentially useful and potentially detrimental:

(...) in providing the target-like reformulation, explicit error correction reduces the need for the learner to produce a modified response. Thus, explicit error correction (...) facilitates one type of processing, the noticing of an interlanguage/target language difference, but reduces another type of processing, the modified production of an interlanguage form to a more target-like form. (Rezaei, Mozaffari & Hatf, 2011: 23).

2.5 – Elicitation. A technique that prompts learners to self-correct (Panova & Lyster, 2002). In daily routine, a teacher elicits the correct form namely by asking questions (e.g., ‘How do we say that in English?’), making emphatic pauses to allow the student(s) to complete the teacher's utterance (e.g., ‘He has ...?’) or soliciting students to reformulate the utterance (e.g., ‘Can you say that again?’), (Tedick & Gortari, 1998: 03)

2.6 – Repetition. In a repetition, an incorrect utterance is not corrected *per se*; rather the teacher repeats the utterance with emphatic stress, so as to signal the error and (hopefully) prompt a corrected utterance from the addressed learner or peer. In the case of repetition, it should be highlighted they often occur in a scenario in which children are already supposed to have been exposed to or know the correct form. Consider the example:

S: I goed to the circus yesterday.

T: You **goed** to the circus yesterday?

3 – Complexity of oral corrective feedback

Although the above are the accepted and studied strategies for OCF, it is important to notice that in daily practice they do not work strictly in isolation. Even teachers unaware of the terminology associated to their job will use OCF in multiple and complex ways, depending on how confident they are on correcting their learners' utterances, their particular teaching aims and socio-cultural context. Consequently, and frequently, the strategies previously outlined will function in tandem; for example, a clarification request leads to a recast and said recast to, say, metalinguistic feedback, or any other tactical combination teachers find fit. In virtue of this entanglement and of the fact that feedback is often presented erratically (given that mostly it is a response/repair to unexpected errors), comparing validity of the corrective feedback types is rather difficult (Rezaei *et al.*, 2011: 26). In short, there is no proven recipe for handling OCF in primary English as FL teaching – though some strategies might be more palatable than others. True, these also depend on a multiplicity of factors that here can merely be sketched. For example, cultural context is of great significance. Delivering OCF varies according to cultural/social factors (Kramsch, 1993). Same results cannot be expected from different social-cultural realities, not to name distinct educational policies that differ greatly in teaching methodologies (McKay, 2002).

4 – Controversies on oral corrective feedback

Presently, OCF is considered a significant part of the teaching/learning process, but in the West this has not always been the case. In the late 1970s and early 1980s, numerous researchers were convinced that OCF was unnecessary and that it potentially had negative effects on learning. Terrell argued that “the correction of error is negative in terms of motivation, attitude, embarrassment and so forth even when done in the best of situations” (Terrell, 1977: 330-331). His influential colleague Krashen also posited similar views; since OCF was considered invasive, it would inhibit learners' output production and, therefore, hamper learning. Krashen seemed divided on whether the negative evidence given about what is incorrect in the target language was necessary for L2 development, or whether “exposure to positive evidence about what is correct is sufficient by itself” (Li, 2014: 196). However, these perspectives seem a fad of the past, as more and more evidence suggests the exact opposite:

The role of feedback has a place in most theories of second language (L2) learning and language pedagogy. In both behaviourist and cognitive theories of L2 learning, feedback is seen as

contributing to language learning. In both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy. (Ellis, 2009: 03).

Further, there is a large body of academic research that validates OCF: “experimental classroom studies of [corrective feedback] CF consistently confirm that oral CF is significantly more effective than no CF” (Lyster, *et al.*, 2013: 20). Still, some contemporary research continues to alert for the dangers of OCF, namely and in line with Krashen’s affective filter hypothesis, that of provoking unwanted damaging anxiety in learners. Accordingly, it is stated that learners respond emotionally to teachers’ OCF and that this can have a negative impact on the way they benefit from the oral feedback process. Furthermore, this might lead to the potential affective damage oral corrective feedback can cause among learners in classroom situations (Agudo, 2013).

Even so, these claims have been downgraded by contemporary research, whereby “the results indicated that regardless of their anxiety (...) groups had similar beliefs (...) and strongly favoured receiving frequent CF in English oral communication classes” (Zhang & Rahimi, 2014: 429). It is also worth noting that providing oral feedback is consistently a process of a somewhat delicate balance, as it involves an asymmetric power relation between teacher and students (Rafzar, 2005). Therefore, ideally, OCF should be implicitly conducted and explicitly performed, equally favouring meaningful communication and accuracy, rather than enacted as a formal way of correcting something explicitly perceived as mistake by learners.

5 – Summary of literature

Oral corrective feedback is unavoidable in the context of teaching English as a FL. It usually assumes the form of repairs to incorrect utterances and it falls under six different categories. These are not static and are often used in conjunction. Unlike previously held beliefs, today OCF is taken to be by far healthier than no correction at all. However, a few issues remain, namely the danger of raising anxiety among learners and hence their willingness to engage in the teaching/learning process. This is considered true for adults and (apparently) for children, though “Feedback effectiveness as a function of learners’ age has, surprisingly, been given scarce research attention despite the well-known impact of age on L2 development”. (Lyster & Saito, 2010: 270).

Regarding child learners, research has revealed that those who received oral corrective feedback outperformed those who received the identical amount of language input without any sort of corrective feedback (Nelson, Denninger, Bonvillian, Kaplan & Baker, 1984; Oliver & Mackey, 2003). Overall, research shows that OCF is not only a necessary but a positive tool for teaching. The aim of the present investigation is to enquire into the validity of the argument for the benefits and the teaching/learning advantages of OCF in the English as a FL primary classroom.

Chapter 3 – Action research project

1 – Context

My practicum took place at one of the most prestigious private teaching institutions in Lisbon, Portugal. This school has educational courses ranging from pre-primary to pre-university. The school is not fully bilingual, but is currently developing a project entitled “On the road to a bilingual school”. It has high teaching standards and is usually at the top of official governmental statistics regarding school rankings. The group involved in the study was a 3rd year class. It consisted of 27 students, with ten girls and 17 boys. Of these, two were of Asian descent and had serious difficulties keeping up with learning in general and with English in particular (especially pronunciation). Ages ranged from 7 to 9. The course book was Macmillan’s “Footprints 3”, a highly demanding resource for learners, particularly so when compared with other course books used in Portugal for level 3, such as Oxford University Press’ “New Treetops 3” or Express Publishing’s “Smileys 3”, among others that I have had the opportunity of reviewing and of working with. Further, both my co-operating teacher and my FCSH supervisor were of similar opinion.

Space was also a major issue: albeit the school’s prestige, students were crammed inside an exiguous classroom, a fact that often resulted in peer quarrels. The class tended to misbehave regularly and students were very talkative. The approach to teaching relied on various tools: the course book and attached activity book, portfolio, audio resources, an interactive board, online resources, flash and mini-cards, etc.

The group’s language competence was high for the level. Most learners had been exposed to English since pre-primary and currently they had four English lessons a week – opposed to the norm of two lessons a week in public schools. However, lessons’ duration was of 45 minutes, opposed to 60 in public schools. Though the overall level was high, there were large asymmetries between learners with greater abilities and those not so able.

During my practicum, two thematic units (TU) were taught. Each TU took generally ten lessons to implement. My solo teaching during practicum consisted of ten lessons, five for each TU taught. Half the lessons for both were conducted by my co-operating teacher, the other half by me. The first TU was introduced by my co-operating teacher

and the second by me. Only towards the end of the first unit did the group's overall behaviour stabilize.

2 – Methodology

This investigation fitted into the category of Action Research, in the sense that its research cycles consisted of an intention to plan before action, reviewing afterwards and consistently applying changes to further action. As proposed by Burns (2010: 2):

AR [Action Research] is part of a movement that has been going on in education for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. AR involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts. By critical, I don't mean being negative about the way you teach, but taking a questioning and 'problematizing' stance towards your teaching.

Throughout the project it followed that context influenced implementation (namely learners' behaviour and classroom space); perceived feedback from learners had a similar effect (namely their opinions on what activities they favoured most) and, as such, adaptations were made while the process of teaching/researching was carried out. These adjustments were also influenced by feedback from the co-operating teacher, mainstream teacher and by the supervisor at FCSH. Progressively, as a teacher/researcher, my practice developed in a number of ways, as my interaction with learners evolved and deepened.

2.1 – Data collecting tools

The primary source of data consisted of the audio recording of lessons. I considered video, since video would allow for a better understanding of the role played by paralinguistic signs. However, since video recording would be more noticeable from the learners' point of view and could foster a 'laboratorial' perception of teaching/learning, the choice was made against it. I also kept a written learning journal to register immediate impressions after each lesson and previous to listening to the respective audio recording. During practicum and as investigation progressed, I perceived the need to employ more data collecting tools: it was necessary to gather opinions on OCF from other teachers, so I conducted an online survey; from my co-operating teacher, hence I interviewed her and from the actual learners involved, therefore I presented them with a questionnaire.

2.1.1 – Collecting consent

In tune with the notion present in the ESRC Framework for Research Ethics, that research subjects must be informed about the purpose, methods and intended uses of research (Stanley & Wise, 2010), consent was formally obtained from the school board, parents and learners (see Appendix 1). Collecting consent from learners implicated the option for them to reverse consent at any time and the choice to pick a nickname (restricted to their favourite animal, e.g. viper). All children gave their approval. However, during my practicum, one learner stated he no longer wished to participate and yet another had parents remove authorization, on grounds of religious faith. Any reference to these learners was removed from my analysis. All students were favourably surprised when asked for a written and signed acceptance. I explained the significance of their options in both Portuguese and English, sandwiching language, and their subsequent enthusiasm regarding the choice of nicknames was quite vocal.

2.1.2 – Audio recordings

From October 11th till November 24th 2016, I recorded ten 45-minute lessons (see Appendix 4). These recordings were made as discretely as possible and, for the most part, learners were unaware of a recorder's presence, though they had signed formal consent to be recorded.

2.1.3 – Learning journal

Immediately after each lesson, I wrote telegraphic entries in my learning journal, detective notepad, conveying my first impressions on the lesson. These entries were primarily devoted to OCF, though other aspects were also noted.

2.1.4 – Online survey to teachers

A couple of weeks into teaching, I realized the need to tackle the data I was gathering with insights from other teachers in primary in Portugal. I elaborated an online survey to this effect. The survey started online on December 3rd 2016 and responses were accepted until January 15th 2017 (see Appendix 5).

2.1.5 – Interview with co-operating teacher

My co-operating teacher was always present during lessons; together, we implemented two thematic units, some 20 lessons in all. It was befitting that by the conclusion of my

practicum I would require a more detailed understanding about how my co-operating teacher felt regarding OCF during supervised collaborative teaching. Therefore, I interviewed her formally on December 7th, at the end of my practicum (see Appendix 2).

2.1.6 – Questionnaire to learners

I became aware that I needed feedback from learners on the validity of OCF and their personal views on having been corrected. Consequently, I elaborated a questionnaire that all students completed at the conclusion of my practicum (see Appendix 3).

2.2 – Implementation of procedures

The approach to data collection focused on listening, transcribing and in the subsequent statistical categorization of OCF instances present in the audio recordings. The main concerns were: which strategies were mostly employed? What were the most effective in terms of uptake/intake? Additionally, investigation into audio data required a comprehensive dialogue regarding OCF with: a) other teachers' perceptions (online survey); b) learners' perceptions (questionnaire to learners) c) co-operating teacher's perceptions (interview with teacher) and d) my observations prior to listening and transcribing the respective audio recordings (learning journal).

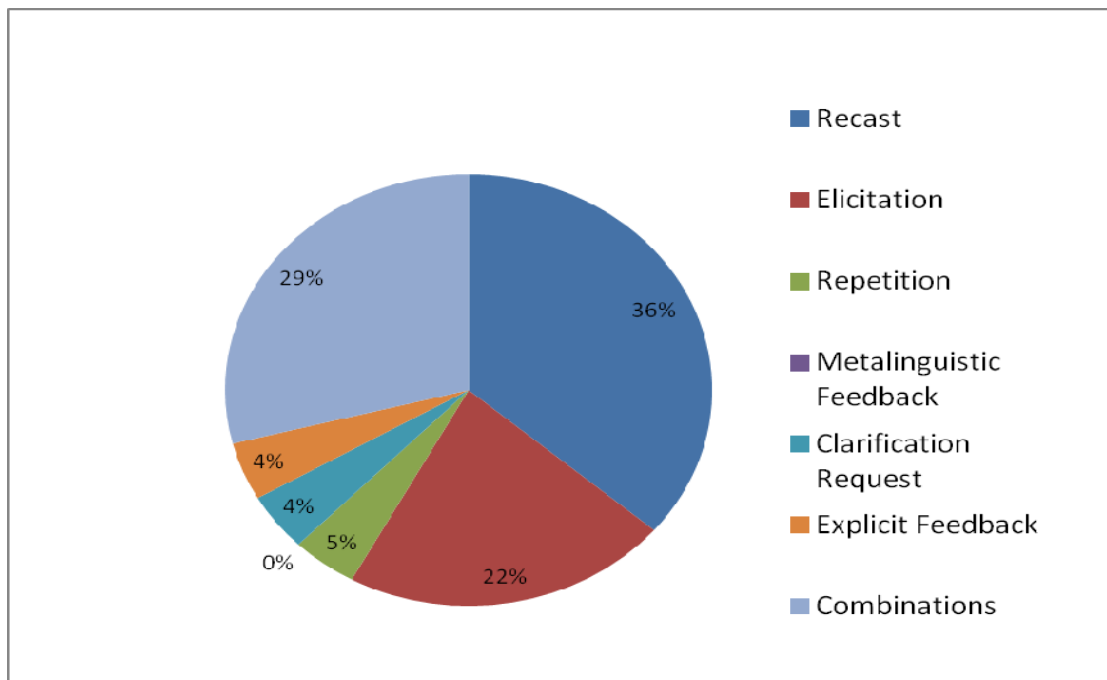
3 – Results

The data analysis consisted of the transcription of all OCF events recorded during my lessons, followed by their categorisation per lesson and throughout my practicum. This categorisation allowed me to check for frequency of OCF tools, their distribution during thematic units and to reflect on the efficacy (uptake/intake) of different strategies. Analysis also entailed categorising data from a questionnaire given to learners regarding their perceptions of OCF. In turn, this data was cross-referenced with my co-operating teacher's perspectives. Plus, the analysis compared the results I was receiving from my practicum with results from the online survey directed at other (with formal qualification) teachers of primary English in Portugal. The comparison corroborated most of the hypotheses emerging from the data present in the audio recordings.

3.1 – Oral corrective feedback during my practicum

During my teaching practice, the final analysis of the transcriptions revealed that in total there were 72 teacher led OCF events per ten lessons. The categorisation of the events revealed the following pattern of distribution regarding the previously outlined OCF strategies:

Figure 1: **Total distribution of my OCF strategies**



Unsurprisingly, recasts were at the top of my OCF strategies. However, combinations and elicitations were not far and, if we merge these, they clearly outnumber recasts, with an aggregate percentage of just over half (51%). Interestingly, there were no events of direct metalinguistic feedback; the few cases took place in conjunction with other strategies (combinations) and were usually employed in in-depth OCF, possibly confirming that, in primary, this strategy is of little use. Explicit feedback, repetitions and clarification requests too seemed to play a lesser part; similarly to metalinguistic feedback, these tools were more often used in combination; hence, their relatively low percentage when considered as isolated strategies. Further, OCF distribution varied from lesson to lesson during my practicum: in the first solo lessons recasts were more frequent, while by the end of it recasts had been surpassed by elicitations and combinations (see Appendix 4). What this might suggest is that if my practicum had

progressed for more solo lessons, the overall distribution would have changed significantly.

3.1.1 – OCF frequency analysis during my practicum

At the start of my practicum, I felt very confident regarding OCF. I had read and reflected upon relevant literature; OCF was the focus of my study and dealing with errors, so as to turn these into positive factors for teaching/learning, was something I found quite appealing. Therefore, I was expecting a bonanza of OCF events from my lessons. However, data from audio recordings proved me wrong. Consider Table 1.

Table 1: **Average of OCF per recorded lesson**

Total OCF events: 97
Total lessons: 10
Average of OCF per lesson: 9.7
Total teacher-led OCF events: 72
Total student-led OCF events: 25
Average of teacher-led OCF: 7.2

Table 1 shows there were 97 occurrences of OCF, with an average of 9.7 per 45-minute lesson. If we discard student-led OCF, all but two done within the framework of the specially designed activity of “the teacher is wrong” game (see below: **3.5 – Reverse OCF: “The teacher is wrong” game**), the average drops to 72 for a total of ten 45-minute lessons (7.2 per lesson). Was this a “frequent” use of OCF? In my opinion, it was not: an average of seven teacher-led moves per one 45 minutes lesson would either signify that I was in the presence of excellent learners or that expectation towards what they would learn was reduced and, as an upshot, I would not feel the need to conduct much OCF. Of course, there is another possibility; that of a judicious use and of a clear understanding of what OCF strategies are, what their purpose is and how they can be most effectively deployed.

3.1.2 – OCF distribution analysis during my practicum

Regardless of the debate on frequency, another issue emerged during my practicum: the distribution of OCF during the implementation of specific TU. Data analysis from lessons shows OCF tends to be minimal when introducing a TU, gains momentum in implementation and subsides upon completion of the TU. During practicum, two TUs

were completed. In the following table, there is a comparison of OCF moves in both first and second thematic units.

Table 2: OCF distribution per lesson/thematic unit

Distribution of OCF per lesson	
First Thematic Unit	Second Thematic Unit
Lesson 1 – 8 moves	Lesson 6 – 9 moves
Lesson 2 – 20 moves	Lesson 7 – 10 moves
Lesson 3 – 13 moves	Lesson 8 – 5 moves
Lesson 4 – 9 moves	Lesson 9 – 17 moves
Lesson 5 – 3 moves	Lesson 10 – 3 moves
Total OCF moves: 53	Total OCF moves: 44
Total OCF moves: 97	
Average OCF per lesson: 9,7	

What this data suggests is: a) at the introduction of a thematic unit, OCF moves are quite similar in number and lower in proportion and: b) as both TUs were in progress, OCF largely increased, the exception being lesson eight and: c) on completion of the TUs, OCF was greatly reduced: three instances, both in lesson five and in lesson ten, at completion of respective thematic units; data therefore suggests a quantitative pattern regarding OCF distribution in the course of thematic units: at the introduction of a TU there is little OCF, in the following lessons it increases and, by TU completion, it almost vanishes. Possibly, this is due to the following: (i) at introduction of a TU learners are more exposed and less proactive, (ii) as a TU is implemented, they are more proactive and errors become apparent, (iii) accordingly, errors are dealt with and (iv) errors subside as they are resolved,.

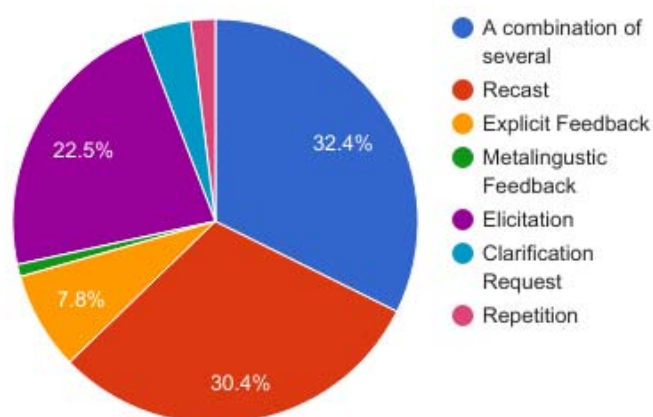
3.2 – Teacher survey

Data from my practicum was compared with data from the online survey to teachers of English as a FL in primary in Portugal. There were 102 responses to the survey. Of the participants, 91 were women and 11 were men. Most importantly, only ten participants stated they had no formal qualification (120 recruitment group) to teach English in primary in Portugal.

3.2.1 – Teacher favoured OCF strategies

One of the main axes of the survey was to gather data regarding teacher's favoured OCF strategies. Consequently, respondents were asked to name the oral corrective feedback strategy they used most. Consider Figure 2:

Figure 2: Survey results on teacher's favoured OCF strategies



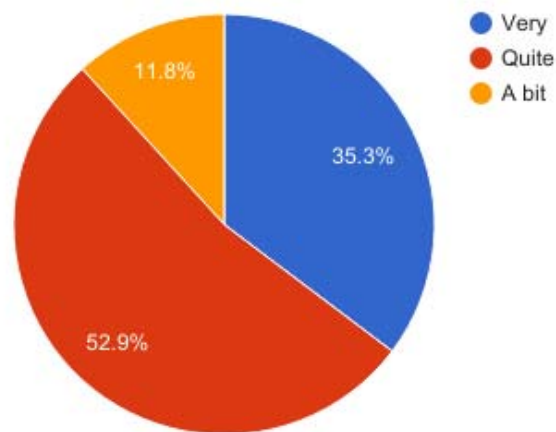
The survey confirmed that recasts, combinations and elicitations were the respondents most used strategies; that metalinguistic feedback is nearly absent and that explicit correction, clarification requests and repetitions are relatively low in number. Data differs from my own in terms of recasts/combinations frequency. Respondents to the survey favoured combinations, whilst for me recasts were more frequent. The reason for this disparity is unclear. Perhaps, in the setting of an online survey, teachers considered that the most politically correct answer was “a combination of several”. Nonetheless, recasts were still the first choice of nearly a third of the teachers involved. Further, when aggregating elicitations and combinations from the survey (as in data from my practicum), these two variables clearly surpass recasts.

3.2.2 – Teacher OCF confidence and frequency

Another vector for the survey was to consider how confident teachers felt while delivering OCF and how this equated with their perceptions on their OCF frequency. Figure 3 expresses the results on teacher's confidence regarding the use of OCF.

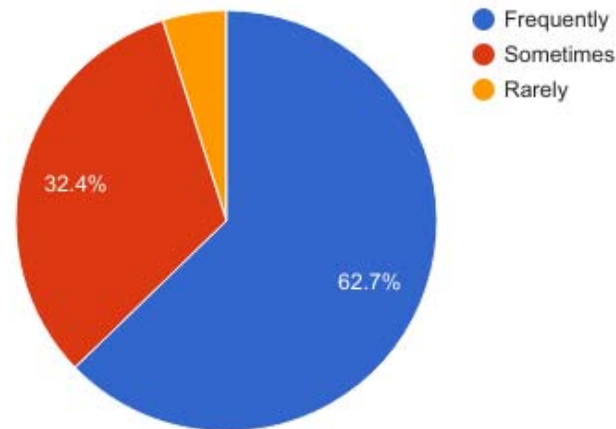
Specifically, respondents were asked how confident they were about OCF usage. Consider Figure 3.

Figure 3: **Survey results on confidence**



In Figure 3, we see that teacher confidence is not optimal. In truth, just over a third of respondents claim they are “very” confident, while nearly 53% state they are “quite” confident and nearly 12% replied they were just “a bit” confident. It would be natural to assume that this would impact the frequency of OCF: if teachers do not feel confident about OCF, it would follow that frequency should be reduced. However, this did not appear to be the case. When asked how often they employed OCF in their classrooms, the majority of teachers claimed a “frequent” use. Consider Figure 4.

Figure 4: Survey results on frequency of OCF

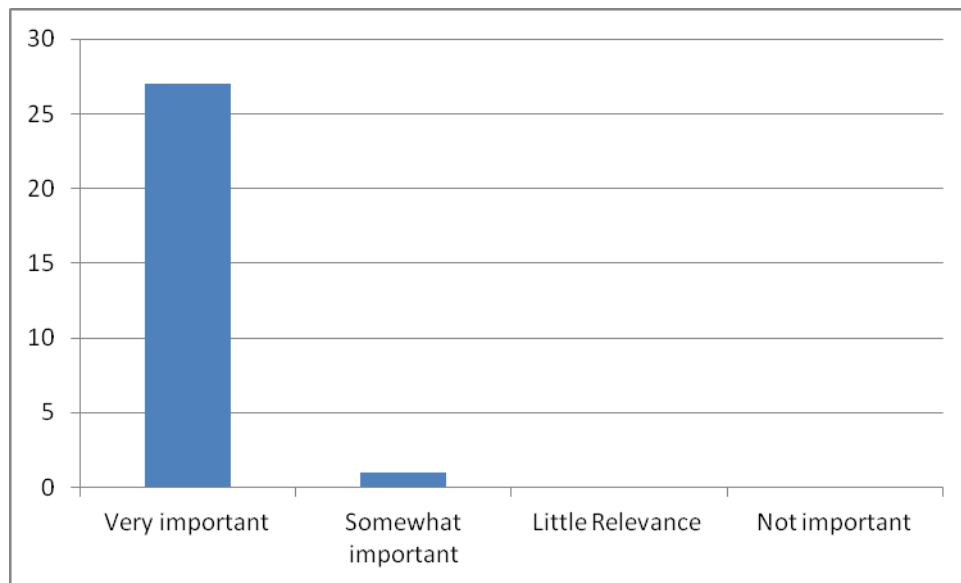


This data tells us that when confidence (Figure 3) is compared to frequency (Figure 4) a clear inconsistency emerges: teachers' responses in Figure 3 suggest their confidence is not optimal, but responses from Figure 4 reveal use of OCF on a "frequent" basis, as opposed to employing it "sometimes", "rarely" or "never". This inconsistency puzzled me: if you are not that confident in delivering OCF, why would you do it "frequently"? In truth, I had no idea to account for this, but I could speculate. Was it possible that some respondents had mistaken delivering oral corrective feedback for reprimands (namely regarding behaviour) they hand out in daily teaching? Could it be that awareness regarding the full scope and complexity of OCF strategies was not optimal? Speculation apart, the reason(s) for the inconsistency remained unclear.

3.3 – Learners perceptions of OCF

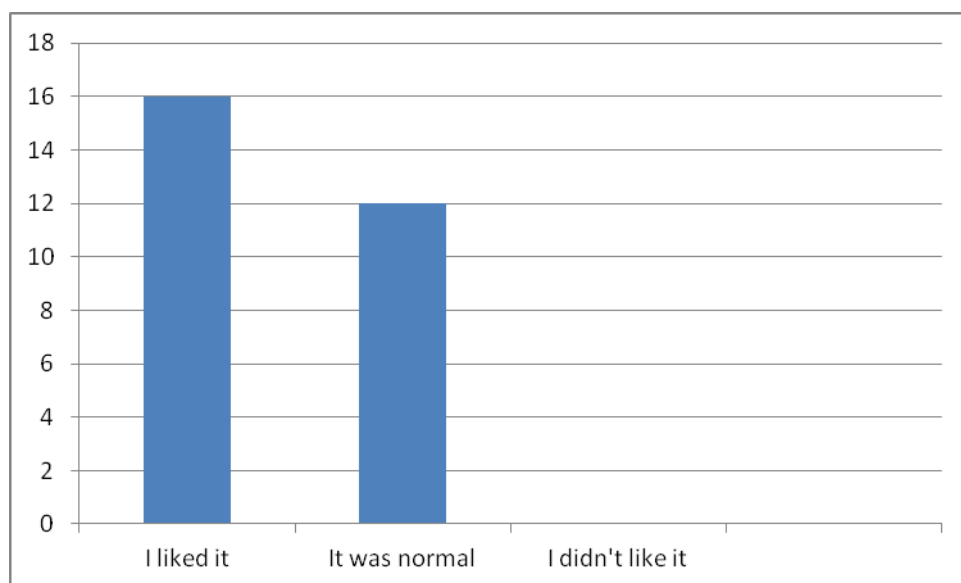
During my practicum, I was aware of the need to confirm/disconfirm some of the claims that suggest OCF can be detrimental to teaching/learning aims. In fact and as referenced earlier, some published research assumes that OCF is in the root of increased anxiety, reduced motivation and, of course, damage to teaching/learning processes. In order to check if this was true regarding my practicum, at its conclusion learners filled in a questionnaire (see Appendix 3).

Figure 5: **How important is it to correct errors?**



Out of a total of 27 learners, only one considered error correction “somewhat important” while 26 ticked it “very important”. My co-operating teacher also had an interesting point to add. When asked if she thought OCF could be intimidating, the answer was: “Yes, if it is not done properly; I guess that if you do it kindly and having in mind that you are doing it to help (...) it can be less intimidating and you can choose the best time to do that” (see Appendix 2 – Interview with co-operating teacher). Further, children were directly questioned regarding how they had felt when OCF was deployed in classes. Consider Figure 6:

Figure 6: **How did you feel during error corrections?**



Notice that the majority liked being corrected, that 12 learners considered error correction a normal classroom event and that none felt they did not like being corrected. This data suggests an overall positive attitude towards oral corrective feedback and little anxiety towards being corrected.

3.4 – Uptake/Intake analysis

Procuring evidence of OCF efficacy in relation with immediate uptake and longer term intake was the second main axis of this research. The first OCF tool I reflected upon was recast. This was highly present and, as my practicum progressed, I noticed I was delivering chunks of recasts, not allowing time to confirm uptake. Therefore, I adapted into waiting for students output after recasting (their solo or group repetitions of recasts). It seemed satisfactory: output showed immediate uptake. However, odd evidence surfaced: more than once, learners would show immediate uptake without actually demonstrating it in longer term intake. In one instance, a learner who had been corrected via a recast and had shown uptake in immediate output disproved the validity of the tool: not more than 15 minutes after OCF, the learner produced the exact same error she apparently had outgrown in the previous visible uptake. This and previous literature review (Ellis, & Sheen, 2006) led me to the notion that recasts are a passive instrument from the learners' perspective. They are corrected, at best they repeat correction, but recasts do not represent a creative effort; learners' engagement is not autonomous, they merely follow the teacher's lead. On the other hand and differently from recasts, elicitation requires an active effort/commitment from learners. To elicit is to provoke a learner reaction; to have learners engage. As lessons unfolded, my elicitation grew in number. These allowed for a verification of uptake that was not teacher led. Instead, learners were given clues that there was an error. They were then prompted into thinking about what the error could be and into producing a corrected utterance. Consider the following example from my transcription (for transcription convention key see Appendix 4).

Example 1: (transcription from solo lesson 7)

Iguana: He's a...

Teacher: He's...

Iguana: He's a stomach ache.

Teacher: He's....

Iguana: ...He's... He's got a stomach ache.

Teacher: Yes, indeed, he's got a stomach ache.

This and several other examples proved effective immediate uptakes, with a greater strength than the ones provided by mere recasts, but not always would elicitation be so effective; sometimes, they would not work, with learners failing to sort out the elicited form. In fact, there were some errors (pronunciation and grammar alike) that seemed rather difficult to remove and, consequently, had to be dealt with in an in-depth manner through a combination of OCF strategies.

This meant that my use of combinations increased as my practicum progressed. I realised there were errors that some of the other primary OCF tools, on their own, were not able to cope with. Often, combinations addressed a given error event (such as the pronunciation of the words “hoover” and “cough”, but also distinction between first/third person of verbs, such as I make - he/she/it makes). In these cases, learners had persistent difficulties which could not be circumvented. Example 2 shows this clearly.

Example 2: (transcription from solo lesson 6)

Teacher: Little Horse, can you read number 9?
Little Horse: Coug. [incorrect pronunciation of Cough]
Teacher: Attention [signals with arms to all class and raising voice pitch], listen to this one, look and listen [mimes coughing for all]: Coff.
Ss: Coff.
Teacher: Coff.
Ss: Coff!
Teacher: Oh, and it is important to say... [writes cough on board sideways, keeping eye contact with class] That gh reads as... /f/ ... Coff... It's an eff sound... Okay? You don't read the gh... It becomes [points to word on board]?...
Ss: Coff.
Teacher: Yes, with an eff.

Example 3: (transcription from solo lesson 7)

Teacher: [Points to flashcard] She's got an...
Sea Dog: An erac. [incorrect pronunciation of earache]
Other Ss: An earache, earache!
Sea Dog: An earache.
Teacher: Let's repeat: earache.
Ss: Earache.
Teacher: So, she's...
Ss: She's got a earache!
Teacher: Exactly, she's got an...
Ss: An earache!

The examples above elucidate on the complexity of combinations in the scenario of real life teaching. In example 2 we find metalinguistic feedback intertwined with paralinguistic signs and recasts; in example 3 elicitation, peer correction, and further elicitation. Moreover, combinations frequently paved way for peer correction

(examples 3 above, and examples 4, 5 and 6 below), not only fostering an atmosphere of learner participation but as well enabling confirmation for overall class uptake. Combinations also reflected a direct intention on consolidating OCF; a window towards an in-depth approach on error correction, into intake proper.

3.5 – Reverse OCF: “The teacher is wrong” game

This activity was designed with the objective of checking intake. The game is simple: the teacher lets students know that what he will say will have an error. What learners need is to figure it out and recast correctly. The game is demanding on the teacher and requires careful planning. It was played twice during my practicum. In both instances, the activity took place towards completion of a TU. Paradoxically, it is a teacher-centred activity, but one that promotes learner autonomy. To quote my co-operating teacher: “I thought it was a very good idea (...) because students feel responsible, they feel they know as much as the teacher at that moment, or even more” (see Appendix 2 – Interview with co-operating teacher). In fact, I observed that learners were eager to correct me, to show off how good they were in English. This is in tune with the notion that learner autonomy requires a positive attitude and readiness to be proactive in self-management and in interaction with others (Little: 1991).

The caveat was that all wrong utterances produced had been the subject of OCF in previous lessons – after all, the game’s objective was to check validity of intake. It focused on errors that had been persistent in the course of teaching. Consider the following pronunciation example, tackling an OCF event, taken from my 3rd solo lesson, approaching the completion of the 1st TU:

Example 4: (transcription from solo lesson 3)

Teacher: [mimics Hoovering the floor] Once a week, I **over** [incorrect pronunciation of Hoover] the floor...
[Excitement in class with several fingers up]
Teacher: Yes, Wolf?...
Wolf: Hoover the floor.
Teacher: Exactly, I Hoover the floor.

This example and others (see Appendix 4 – Lessons three and nine) refer to pronunciation and all show evidence of intake: learners who corrected me had all committed the same specific errors, been previously corrected themselves, and had been individually selected for the game. Even had they not been, OCF reinforcement worked

for the whole group: most learners were fascinated by the game and often chorused the right answers of individual students.

The instance above refers to pronunciation and instances of pronunciation did not prove that difficult to conduct. However, that was not the case for grammar. A teacher can get confused when delivering a full batch of wrong grammatical utterances, while simultaneously validating learners' corrections in a very short period of time. Consider the mental strain involved when producing incorrect grammatical utterances, such as in the next example:

Example 5: (transcription from solo lesson 9)

Teacher: My dad.... [mimics making the bed] My dad make his bed. My dad... Make his bed.

[Few fingers up]

Teacher: Yes, Viper?...

Viper: I make my bed.

[Excitement in class]

Teacher: Just a moment... My dad... Make his bed, make... Yes, Royal Eagle?...

Royal Eagle: My dad make your bed?...

Teacher: Just a moment, my dad make, **make** his bed... Bold Eagle?

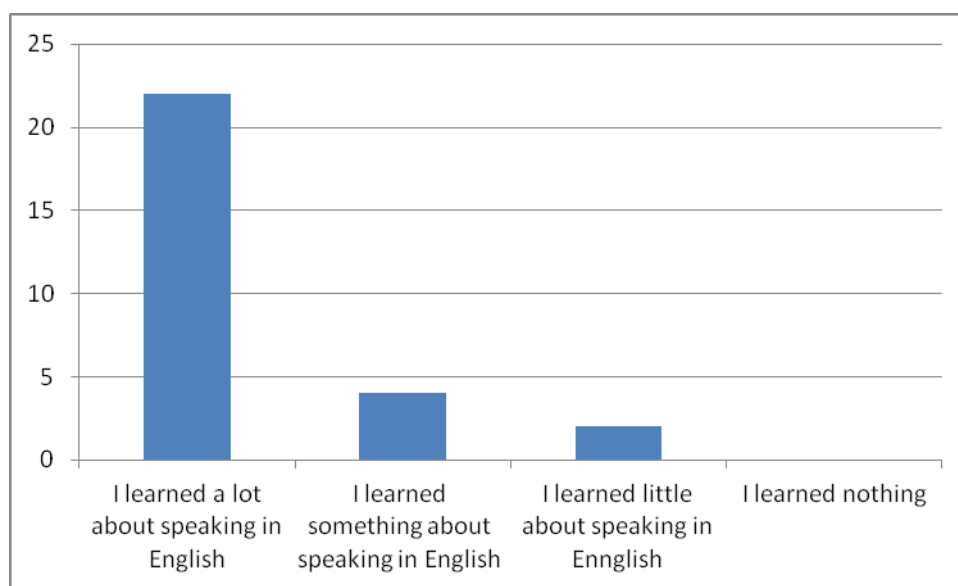
Bold Eagle: Makes his bed.

Teacher: Yes!

Ss: My dad makes his bed, **he makes!**

Such and other examples reveal the game's effectiveness: for both TUs, intake was confirmed in several individual instances, OCF was reinforced in many others and learners demonstrated a very positive attitude towards the task, further validating the purposes of this type of activity in improving the teaching/learning process. This was validated by the learners themselves, when, by the end of my practicum, they were asked about their perceptions regarding the game. Consider their answers below:

Figure 6: What did you think of “The teacher is wrong” game?



These answers indicate that a simple strategy of transferring the ‘burden’ of correction from teacher to learners was seen as very positive. Twenty-two students considered the game a way to learn “a lot”, four stated they had learned “something” and only one considered that he had learned “little”.

3.6 – Summary of results

The initial objective of this research was to attain a clearer understanding of how I deployed OCF in the context of teaching English as a FL in primary in Portugal. This objective involved the categorization of my use of OCF strategies and its subsequent analysis. The other main axis was to consider verifiable efficacy of oral corrective feedback. This was achieved by checking for immediate uptake and by conducting an activity/game specially designed for the purpose of procuring evidence of longer-term (two or more days) intake.

Results show that OCF is inevitable, whatever form it assumes. They also show that, often and particularly with young learners, delivering OCF is a subconscious response; in the words of my co-operating teacher, it is something you do “without thinking too much about it” (see Appendix 2 – Interview with co-operating teacher). In addition, results highlight that superficial OCF, for example, a recast without allowing time for learners to uptake or the moving away from a clarification request, seldom equates to

efficacy. On the other hand, in-depth OCF (combining strategies and returning to the targeted errors to check for intake) is by far more likely to translate into effectiveness.

Results from my practicum also suggest a pattern regarding quantitative distribution of oral corrective feedback during TUs teaching; at the introduction of a TU there are few instances of OCF, in the following lessons these increase and, by a TU completion, OCF almost vanishes. Finally, results indicate that there is little support for the claim that delivering OCF (at least in primary) contributes to raising learners' anxiety and, therefore, damaging the teaching/learning process.

4 – Conclusion

This research aimed at understanding what my most used strategies of OCF were and their correlative efficacy in terms of uptake/intake. The research also encompassed gathering perceptions on OCF from other teachers of English in primary in Portugal and from the learners involved in the study.

Through this research I have learned that OCF is virtually unavoidable, though it often takes place without proper previous reflection, given that mostly it is a response to unexpected errors. Results show that both in my practicum and in other teachers' practice, recasts and combinations are the most used strategies for oral error correction, with elicitations also playing a significant role. Data from lessons and literature review revealed that recasts serve a multiplicity of functions and that their effectiveness is debatable. On the other hand, combinations have a greater corrective strength and so do elicitations. Further, comparative analysis of data from my practicum with data from the online teacher survey corroborates that metalinguistic feedback is minute in the primary context. Comparative analysis also highlights that repetitions, explicit feedback and clarification requests have a relatively marginal contribution to the overall OCF process. From my perspective, the study also debunked the notion that OCF is detrimental towards learning, albeit this can happen if teachers do not deliver it carefully. Moreover, this research made me realise how acute are the difficulties involved in checking for immediate uptake and posterior intake. In order to deal with these mounting difficulties, reflection led me to devise a particular activity for intake verification: "The teacher is wrong" game. This activity placed the responsibility of error correction on learners, rather than on me, the teacher, and it worked on several planes: it allowed for intake

verification and it empowered learners, subliminally implying the idea that error correction is not only useful but can also be quite enjoyable from learners' perspectives.

4.1 – Implications of the results

The main implication of these results is that as a teacher I should be more aware of my OCF practices and act accordingly; that reflection on the catalogued OCF tools is paramount and that the process requires follow up in order to check for efficacy; and, finally, that teachers should devise tools to register initial OCF responses, for example, an OCF grid, and then develop specific activities to check for posterior intake, for example “The teacher is wrong” game.

These results led to a change in my practice as a trainee teacher. Firstly, I realised there is the need to wait for learners' output after an oral corrective move, or else uptake will go unnoticed. What is worse, if there is not time for output, it is most likely that the correction will have little impact. Secondly, literature review and data analysis of recordings made me realise that recasts are almost instinctive, perform several functions in the context of teaching and that, by themselves, their corrective strength is not optimal. Thirdly, reflection on the lack of efficacy of recasts led me to increasingly favour combinations and elicitations. Unlike recasts, elicitations prompt learners to notice and correct errors; likewise, combinations are representative of in-depth OCF and therefore have the potential to be even more effective. Fourthly, I realised the need to check for posterior intake and, hence, I designed an activity to consistently address this objective. Finally, I also discovered that learners did not find OCF worrying and that, therefore, it could be of great value towards learning/teaching improvement.

At the start of this research, I was expecting that my OCF strategies would fit nicely, systematically, into the categories I had reviewed. They did not. I have discovered that oral corrective feedback is a diffuse and complex process; it depends heavily on context, it is mostly an instinctive response to error and, as such, difficult to register for further corrective action/intake verification. Nonetheless, these results can be quite relevant in the context of teaching English as a FL to young learners. Errors, as shown, are inevitable and, once assimilated to the interlanguage of children, can be difficult to correct. Possibly, it is at this very early stage of learning a foreign language, while still coping with grammar/pronunciation from native language, that errors most need

correction. However, correction must not merely be a response; it should consist of a carefully reflected set of tools in order to maximize effect.

The first stage is to have a clear understanding of what the available OCF strategies are. If not, how can teachers maximize their effect? The second stage is related with the necessity for having a record of OCF. Since it is so diffuse, it is natural that it will be easily forgotten. In fact, on more than one occasion, my immediate entries in my learning journal did not reflect data from respective audio recordings. Therefore, to circumvent this difficulty, a simple OCF corrective grid might prove helpful. The third stage is to conduct post-lesson reflection on error correction: to reflect on why the error happened and on how its correction was initially approached. The fourth stage is to retackle the error(s) in the next lessons. The fifth and final stage is to empower students regarding their proficiency, namely towards the end of thematic units: have learners corrected your and their peers' errors? Make error correction fun; devise activities that allow you to check for intake. In short, make OCF a powerful tool for accurate teaching/learning. The previous notions are schematized into the following five-stage approach to oral error correction.

Table 3: **How to better deploy OCF**

Stages for maximizing OCF
1 – Be familiar regarding the full scope of OCF strategies
2 – Have a register of OCF implemented in lessons
3 – Conduct post lesson reflection on error correction
4 – Retackle error(s) in subsequent lessons
5 – Empower students with error correction games

4.2 – My practice and future academic approaches

This project had a strong impact in my professional life as a teacher of English as a FL in primary in Portugal. I am much more aware of the significance of OCF and, therefore, I have been acting accordingly. In fact, I regularly conduct “The teacher is wrong game”. To have a previous individual register of correction, I use an OCF grid to signal students who were corrected, as well as the nature of the error, before later verifying intake. Moreover, I have moved away from recasts (or if not I allow time for learners to recast themselves). On the other hand, elicitations, together with combinations, are now my favourite OCF strategies.

Future academic avenues for research should include interviewing more teachers of English as a FL in primary in Portugal. In accordance, the rationale for further investigation should be quadruple: overall linguistic/teaching confidence, confidence in oral error correction, frequency, benefits/disadvantages of oral error correction. Simultaneously, research should question the very same teachers' learners, so as to elaborate a more comprehensive picture of how to improve oral corrective feedback in the context of teaching English in the Portuguese primary classroom.

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Appendix 1 – Consent forms

1 – Consent from learners



Eu e o estudo do David

Caros alunos,

É com muito gosto que irei estar a estagiar convosco durante o 1º período deste ano letivo. O estágio está incluído num Mestrado de Inglês na minha Faculdade, na Universidade Nova. Durante o estágio, tenho de fazer um pequeno estudo.

O nome deste estudo é 'Compreender e Melhorar a Correção Oral de Erros nas Aulas de Inglês na Escola Primária'. O objetivo é compreender a forma como os erros são corrigidos e assim poder melhorar essa correção. Isto será bom para vós, para mim e para outros professores e alunos no futuro.

Preciso da vossa autorização para gravar as nossas aulas, as observar e tomar notas para depois escrever o relatório do Mestrado, e talvez divulgar-lo em apresentações e artigos. ☺

A vossa participação será sempre confidencial e anónima e, a qualquer momento, podem decidir não querer participar.

O meu nome é

(Faz um círculo em True ou False)

Eu percebi tudo que o David explicou sobre o seu estudo: True / False

Eu não percebi tudo que o David explicou sobre o seu estudo e tenho dúvidas: True / False

Eu aceito participar no estudo do David: True / False

Eu não aceito participar no estudo do David: True / False

Data: _____

Assinatura _____

Para terem um pseudónimo, escolham um animal que comece com a 1ª letra do vosso nome e escrevam-no aqui.

Obrigado, teacher David ☺

2 – Consent from parents



Pedido de autorização aos Encarregados de Educação

Caros pais e encarregados de educação,

Chamo-me David Gaspar e é com muito gosto que irei estar com os vossos educandos a estagiar durante o 1º período deste ano letivo. Estou a fazer um Mestrado em Ensino de Inglês no 1º Ciclo na Faculdade de Ciências Sociais e Humanas na Universidade Nova, Lisboa, e o mestrado implica, que durante o estágio, faça um pequeno projeto de investigação. Este projeto será incluído no meu relatório final. O meu trabalho intitula-se: *Understanding and Improving Oral Corrective Feedback in Primary FL Classrooms* (Compreender e Melhorar a Correção Oral de Erros nas Aulas de Língua Estrangeira na Escola Primária). Venho, por este meio, solicitar a sua autorização para poder incluir o seu educando neste projeto que vai decorrer entre setembro e dezembro de 2016 durante o meu estágio. Depois de pedir autorização ao seu educando para a/o incluir no meu estudo a recolha de dados será efectuada mediante gravação áudio das aulas, observação e tomada de notas escritas no decorrer das mesmas. A qualquer momento o seu educando pode escolher não participar. As informações obtidas serão analisadas e referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências. **A instituição e todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância.** Se tiverem questões a colocar agradeço que me contactem pessoalmente através da professora titular de turma. Agradeço que dê autorização para que o seu educando possa participar no meu estudo. Peço que entreguem esta autorização assinada até ao dia 03 de outubro de 2016.

Lisboa, 23 de setembro de 2016
David Gaspar

Professora Doutora Sandie Mourão
Orientadora de Estágio
FCSH, Universidade Nova Lisboa



Eu, _____, encarregado de educação de

Declaro que fui informado(a) dos objectivos do projeto intitulado *Understanding and Improving Oral Corrective Feedback in Primary FL Classrooms* (Compreender e Melhorar a Correção Oral de Erros nas Aulas de Língua Estrangeira na Escola Primária) e autorizo / não autorizo* o meu educando a participar no estudo.

Data: _____

Assinatura: _____

3 – Consent from School board



Pedido de autorização

Cara Direção do Colégio Valsassina,

Gostaria em primeiro lugar de vos de agradecer por esta oportunidade que me proporcionam em completar o meu estágio na vossa instituição.

Durante o estágio tenho de fazer um projeto de investigação. Este projeto será incluído no meu relatório final. O trabalho intitula-se: *Understanding and Improving Oral Corrective Feedback in Primary FL Classrooms* (Compreender e Melhorar a Correção Oral de Erros nas Aulas de Língua Estrangeira na Escola Primária).

Assim, venho, por este meio, solicitar a vossa autorização para poder desenvolver o meu trabalho na vossa escola. O projeto, que decorre entre setembro e dezembro de 2016, envolve uma intervenção com crianças que se implementará da seguinte forma:

Caracterização da escola, das crianças e da sala.

Depois de pedir autorização aos pais e alunos a recolha de dados será efetuada mediante gravação áudio das aulas (num tempo máximo de 15 aulas), observações em sala de aula, e excertos do meu diário de professor. A qualquer momento os alunos podem escolher não participar.

A informação recolhida fará parte meu relatório final de mestrado, sendo os resultados obtidos divulgados no respetiva relatório e possivelmente em conferências e artigos. As crianças, a sua professora titular e a escola permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, nem da instituição nem das crianças.

Agradeço a vossa autorização para proceder à implementação do estudo em causa,

Lisboa, 23 de setembro de 2016

David Gaspar

Professora Doutora Sandie Mourão

Orientadora de Estágio

FCSH, Universidade Nova Lisboa

Appendix 2 – Interview with co-operating teacher

(Interview took place on December 7th – completion of my practicum)

Question: How long have you been teaching English as foreign language to young learners?

Answer: Well, I've been teaching for seven years, this is my seventh year teaching English to young learners.

Q: Do you feel comfortable when you provide oral corrective feedback to young learners?

A: Yes, but sometimes I do it even without thinking too much about it; it's just something that I do without thinking.

Q: Would you say that it is something that just happens, a response?

A: Yes, yes.

Q: Almost as if correcting was something innate?

A: Yes, it is part of the routine of the classroom.

Q: Do you favour implicit or explicit oral corrective feedback?

A: Well, I think we can do it both ways and I guess the most important thing is that the student understands that we are correcting him, or her, in order to help them improve, and that is what's important.

Q: So, it's a mix, and the objective is for the learner to understand that correcting will help learning?

A: Yes, that is it.

Q: Do you always provide oral correction on errors?

A: Not always; for example, if I notice that the student makes a huge effort to participate, well, even if the errors are evident, I may not correct, so that the student feels motivated to participate next time; for instance, if it's a very shy student, I may

choose another time, the next lesson, or privately, so the student does not feel pressure in front of his/her peers.

Q: Do you think oral corrective feedback can be intimidating towards young learners and therefore harm learning objectives?

A: Yes, if it is not done properly; I guess that if you do it kindly and having in mind that you are doing it to help the student, not, say, like screaming at her or him, 'oh, you did this or that wrong', and instead you do it quietly and kindly, it can be less intimidating and you can choose the best time to do that according to the student you have in front of you.

Q: What did you think of the game 'the teacher is wrong', in the context of correcting errors?

A: I thought it was a very good idea and I've never done that so, it's a good way, a funny way to correct, and it's less boring to provide corrective feedback like that, because students feel responsible, they feel they know as much as the teacher at that moment, or even more, and they feel very confident and maybe they won't feel so bad if and when they commit mistakes next time.

Q: Did your perceptions on oral corrective feedback changed while you oversaw my lessons during the practicum?

A: Yes, because I understood that it was an issue more visible in class, rather than something that you do, like I said, even without thinking, so now it's clearer for me how I can deliver corrective feedback in several ways, and in both ways, explicitly and implicitly, and be more effective on the correction of errors.

Appendix 3 – Questionnaire to learners

Como sabes, estou a fazer um estudo para a minha Universidade sobre corrigir erros. Este questionário faz parte do estudo e pede a tua opinião sobre aspetos do mesmo. O questionário é anónimo e deves responder honestamente.

1 – Corrigir os erros é importante? (escolhe e marca com X)

- ☐ Muito importante
- ☐ Tem alguma importância
- ☐ Tem pouca importância
- ☐ Não serve para nada

2 – O David corrigiu algum erro teu? (escolhe e marca com X)

- ☐ Sim
- ☐ Não

3– Como te sentiste quando o David corrigiu erros? (escolhe e marca com X)

- ☐ Gostei
- ☐ Achei normal
- ☐ Não gostei

4 – Lembras-te do jogo “The teacher is wrong”? O que achaste? (escolhe e marca com X)

- ☐ Aprendi muito sobre falar bem em Inglês
- ☐ Aprendi alguma coisa sobre falar bem em Inglês
- ☐ Aprendi pouco sobre falar bem em Inglês
- ☐ Não aprendi nada sobre falar bem em Inglês

Thank you 😊

Appendix 4 – Transcript of OCF events

Transcription convention key:

Names of animals: Students' pseudonymous

Ss: Several students

Words in **bold**: Intonation stress

Words inside [...]: Explanatory/contextual information

Lesson 1

Summary of OCF:

8 Corrective moves (7 pronunciation, 1 grammar).

5 Recasts

1 Explicit correction

1 Elicitation

Combinations: 1

Elicitation followed by Recast: 1

Total OCF events: 8

1 – Recast

Monkey: I clar the table [incorrect pronunciation of “clear”]...

Teacher: I clear the table.

2 – Elicitation

Teacher: Royal Eagle, what is she doing?...

Royal Eagle: Er...

Teacher: Wash...

Royal Eagle: wash the car!

3 – Elicitation & Recast

Teacher: So, it...

Bold Eagle: It isn’t fare [incorrect pronunciation of “fair”].

Teacher: It isn’t... fair...

Bold Eagle: It isn’t fair.

4 – Explicit correction

Teacher: What else does she do?

Royal Eagle: She sometimes over the floor [incorrect pronunciation of “hoover”]...

Teacher: Attention, she sometimes **hoovers** the floor, okay?....

Royal Eagle: **Hoovers** the floor.

5 – Recast

Royal Eagle: Yes, I supos [incorrect pronunciation of “suppose”] your right.

Teacher: I suppose your right.

Royal Eagle: Yes, I suppose your right.

6 – Recast

Iguana: Oh dare [incorrect pronunciation of “dear”], does she often do chores?

Teacher: Oh dear, oh **dear**.

7 – Recast

Dingo: Yes, I supos [incorrect pronunciation of “suppose”]...

Teacher: I suppose...

Dingo: Yes, I suppose your right.

8 – Recast

Teacher: does she do other chores?...

Rabbit: Yes, she... Do.

Teacher: Yes, she **does**.

Rabbit: Yes, she does.

Lesson 2

Summary of OCF:

20 corrective moves (15 pronunciation, 5 grammar)

10 recasts

2 Elicitations

2 Explicit Feedbacks

1 Clarification Request

1 Self Correction

Combinations: 4

2 Recasts with prompts for self correction

1 Self correction, followed by paralinguistic sign and explicit correction to all the class

1 Clarification request & recast

Total OCF events: 20

1 – Recast

Royal Eagle: It isn't fare [incorrect pronunciation of "fair"]. I always wash up.

Teacher: It isn't **fair**; it isn't **fair**.

Royal Eagle: It isn't fair.

Teacher: Good.

2 – Recast

Iguana: Oh dare [incorrect pronunciation of "dear"].

Teacher: Right, let's repeat this one: Oh **dear**.

Iguana: Oh dare.

Teacher: Oh **dear**.

Iguana: Oh dear.

Teacher: Thank you, oh dear.

3 – Elicitation

Monkey: She often clear the table...

Teacher: She often....

Monkey: She often clears the table.

4 – Recast, prompt for self-correction

Fox: She sumitimes [incorrect pronunciation of "sometimes"]...

Teacher: She sometimes... **Sometimes**, can you repeat?...

Fox: She sometimes clears the table.

5 – Explicit correction

Iguana: My dad sometimes overs [incorrect pronunciation of "hoovers"] the floor.

Teacher: Wait, let's look at this word, I want you all, now, to look at me. Listen to the way I'm going to say it: **hoovers** the floor, **hoovers** the floor. Let's repeat...

Ss: Hoovers the floor, hoovers the floor!

Teacher: Very good, thank you.

6 –Self correction, followed by paralinguistic sign and explicit correction to all class

Royal Eagle: My dad sometimes over [incorrect pronunciation of "hoovers"]...

Teacher: My dad?..

Royal Eagle: My dad sometimes hoovers the floor.

Teacher: Okay, let's all try to say this word again; how do you say this word [mimes Hoovering the floor]?

Royal Eagle: Hoovers the floor.

Teacher: Again...

Ss: Hoovers the floor!

Teacher: Good, thank you.

7 – Recast

Teacher: Yes, Little horse?...

Little horse: My dad always cook dinner.

Teacher: My dad always **cooks** diner, my dad always... **Cooks** dinner.

8 – Recast

Dingo: My dad always make my bed...

Teacher: **Makes** your bed?... Yes, Dingo?.

Dingo: My dad always make my bed.

Teacher: **Makes** your bed?

Dingo: Yes.

Teacher: Good, very nice of him, he always **makes** your bed.

9 – Elicitation

Teacher: Do you help at home? What's the answer?

Iguana: Yes.

Teacher: Yes, I...

Iguana: Yes, I do.

Teacher: Or, no I...

Ss: No, I don't.

Teacher: Very good, thank you.

10 – Explicit feedback

Teacher: But if we were talking about the sister, it would be... She doesn't lay the table, she doesn't lay the table. What's the difference, what's different when it's me?... I... what?... I does?...

Iguana: No, I do!

Teacher: what if it's she or he?

Iguana: She does!

Teacher: She does! Very good Iguana and if it was he?...

Ss: He does!

Teacher: Very good, thank you.

11 – Clarification request

Teacher: Any words you didn't understand?

Wolf: Yes. May, may...

Teacher: Excuse me? Can you say that again?...

Wolf: May... Bi, may... Bi [incorrect pronunciation of "maybe"].

Teacher: Oh, maybe, **maybe**. That's a very interesting word, it means: [provides translation to L1].

12 – Clarification request, followed by recast

Royal Eagle: Lilly moves a curteen, a curteen [incorrect pronunciation of curtain].

Teacher: Excuse me? Can you repeat that?...

Royal Eagle: Curteen...

Teacher: Ah, **the curtain**, Lilly moves the **curtain**, can you repeat?...

Royal Eagle: Lilly moves the curtain.

Teacher: Yes, **curtain**, good.

13 – Self correction

Teacher: What do you need?

Iguana: I need to over [incorrect pronunciation of "hoover"]... **hoover** the floor now!

14 – Recast

Marmot: Lilly lifts the curtain and has a surprisa [incorrect pronunciation of "surprise"].

Teacher: Has a **surprise** Marmot, has a **surprise**.

Marmot: Lilly lifts the curtain and has a surprise.

Teacher: Yes, she has a surprise, a **surprise**.

15 – Recast, prompt for self correction

Marten: The children go down the steepes [incorrect pronunciation of "steps"]...

Teacher: The children go down the **steps**, the **steps**, can you repeat?

Marten: the steps.

Teacher: Okay, good.

16 – Self correction

Iguana: Oh dare [incorrect pronunciation of "dear"]... Oh dear, it's very dark in here.

Teacher, Oh **dear**, yes, it is.

17 – Recast

Wolf: I don't like that noise, may, maybel [incorrect pronunciation of "maybe"]...

Teacher: **Maybe** Wolf, **Maybe**...

Wolf: Yes, maybe it is the ghost.

18 – Recast

Marmot: There's a light at the end of the tonel [incorrect pronunciation of tunnel]...

Teacher: Tunnel Marmot, **Tunnel**.

Marmot: Tunnel.

19 – Recast

Iguana: There's a sandow [incorrect pronunciation of shadow]...

Teacher: A shadow, Iguana, a **shadow**...

Iguana: There's a shadow on the wall.

20 – Recast

Rabbit: Grandpa always tides up...

Teacher: Tidies... **Tidies up**.

Rabbit: Grandpa always tidies up.

Lesson – 3

Summary of OCF:

13 corrective moves (7 pronunciation, 6 grammar)

3 Recasts

1 Elicitation

9 learner-led corrective moves in “the teacher is wrong” game – 4 pronunciation, 5 grammar

Total OCF events: 13

1 – Elicitation

Teacher: When it is me, it's I Do, but when it is a she/he, Iguana?...

Iguana: she dus [incorrect pronunciation of “does”].

Teacher: She...

Iguana: She does.

Teacher: Very well.

2 – Recast

Wolf: I cooks breakfast...

Teacher: Oh, you **cook** breakfast.

3 – Recast

Monkey: I clear, the table and I watch [mistakes “watch” for “wash”] the car.

Teacher: Oh, you **wash** the car.

4 – Recast

Horse: I lay the table, clear the table and...

Teacher: And anything else?...

Horse: And duste [incorrect pronunciation of “dust”].

Teacher: And **dust**, and **dust**.

OCF by learners (“The teacher is wrong” game)

1

Teacher: [mimics hoovering the floor] Once a week, I **over** [incorrect pronunciation of hoover] the floor...

[Excitement in class with several fingers up]

Teacher: Yes, Wolf?...

Wolf: Hoover the floor.

Teacher: Exactly, I hoover the floor.

2

Teacher: [mimics walking the dog]: I **sumitimes** [incorrect pronunciation of “sometimes”] walk the dog...

[Excitement in class with several fingers up]

Teacher: Yes, Dingo?...

Dingo: Walk the dog!

Teacher: Moment, I will do it again [mimes]... I **sumitimes** walk the dog.... Yes, Owl?...

Owl: Some... Sometimes I walk the dog.

Teacher: Yes, **sometimes**!

Ss: Sometimes I walk the dog!

3

Teacher: The children, the children, the children are walking [mimes with fingers the children walking down the steps]... Down the **steeps** [incorrect pronunciation of “steps”]... The **steeps**... [Points to Marmot]: Yes?

Marmot: The steps.

Teacher: Very good, very good Marmot.

4

Teacher: My dad never [paralinguistic sign of no frequency] **cook** dinner.

[Several fingers up]

Teacher: Yes... Fox?

Fox: My dad never cooks dinner.

Teacher: Brilliant, very good.

5

Teacher: My mother always **make** my bed.

[Excitement in class]

Teacher: Yes, Marmot?...

Marmot: My mother never makes my bed.

Teacher: Oh, she never makes your bed.

6

Teacher: What was the problem?... Think about it... Was it my mother **make** or my mother **makes**?

Ss: Makes, makes!

Teacher: Yes, yes, she makes.

7

Teacher: [points to co-operating teacher] She...

She **do** homework...

[Excitement in class]

Teacher: Yes, Little Horse?...

Little Horse: Err...

Teacher: Yes, Iguana?...

Iguana: She does!

Teacher: Yes, she does.

8

Teacher: [points to himself] I... I **does** my homework...

Bold Eagle: Does?...

Teacher: I does homework... What's wrong?....

Ss: I do my homework, I do!

Teacher: Yes, I do!

9

Teacher: Listen, maybel [incorrect pronunciation of maybe], maybel I will do my homework...

Royal Eagle: Maybe!

Teacher: Very good, Royal Eagle, but let me explain; you were so quick I'm not sure everyone [paralinguistic sign to the all group] got it, okay?...

Royal Eagle: Yes.

Teacher: Maybel, maybel I will go to the beach...

[Excitement in class]

Ss: Maybe, maybe I will!

Lesson 4

Summary of OCF:

9 corrective moves: (5 pronunciation, 4 grammar)

1 Clarification request

1 Elicitation

1 Repetition

1 Peer Correction

Combinations: 4

1 Metalinguistic feedback & Elicitation

1 Clarification request, Peer correction & Recast

1 Repetition & Peer Correction

1 Clarification request & Recast

Total OCF events: 9

1 – Clarification request

Teacher: how often does Ravi watch DVD's?

Shark: Dre [incorrect pronunciation of "three"] times a week.

Teacher: Excuse me, can you repeat?

Shark: Three times a week?

Teacher: Three times a week, yes, nice.

2 – Elicitation

Jaguar: How often do...

Teacher: how often do...

Jaguar: how often do you make your bed?

3 – Repetition

Wolf: How often do you make my bed?

Teacher: Make my bed?...

Wolf: Make your bed

Teacher: Ah, nice!

4 – Elicitation & Metalinguistic feedback

Teacher: Can you ask the question?

Little horse: Tidy up your bedroom?

Teacher: Oh, you need 'how'...

Little horse: How often do you tidy up your bedroom?

5 – Clarification request, peer correction, recast

Monkey: My mum elwyes [incorrect pronunciation of "always"] washes up.

Teacher: Can you repeat?

Monkey: My mum elwyes washes up.

Royal Eagle: Always!

Teacher: Yes, very good, my mum always, **always** washes up.

6 – Repetition, peer correction

Fox: My sister sometimes over [incorrect pronunciation of "hoover"] the floor.

Teacher: Moment... My sister **over** the floor?...

Iguana: My sister hooovers the floor, my sister sometimes hooovers the floor!

Teacher: That's it, thank you very much.

7 – Peer Correction

Shark: Me [incorrect pronunciation of "my"] friend...

Dingo: My friend!

Teacher: Very good Dingo, can you continue Shark?...

Shark: My friend never tidies up.

8 – Clarification request peer correction

Snake: Does your dad over [incorrect
pronunciation of “hoover” the floor.
Teacher: Can you repeat?...
Snake: Does your dad over the floor?
Ss: Hoover the floor!
Teacher: Thank you, hoover the floor.

9 – Clarification request & Recast

Horse: Yes, she err...
Teacher: Hum? Can you repeat?
Horse: Yes, she do.
Teacher: Yes, she **does**.

Lesson 5

Summary of OCF:

3 corrective moves: (3 pronunciation)

1 Recast

1 Clarification request

Combinations: 1

1 Elicitation and peer correction

Total OCF events: 3

1 – Recast

Iguana: Do a questio... A question....

Teacher: Do a questionnaire, do a questionnaire.

Iguana: Do a questionnaire.

2 – Clarification request

Marmot: I clare [incorrect pronunciation of “clear”] the table.

Teacher: Can you repeat?

Marmot: Clear the table, I clear the table.

Teacher: Yes, I **clear** the table.

3 – Elicitation and peer correction

Iguana: How often do you wash the car?

Owl: Once a wee...

Teacher: Once a...?

Iguana: Once a week.

Owl: once a week

Lesson 6 (introduction of a new thematic unit)

Summary of OCF:

9 corrective moves: (8 pronunciation, 1 grammar)

3 Elicitations

3 Recasts

Combinations: 3

2 Clarification Request & Elicitation

1 Explicit correction & metalinguistic feedback

Total OCF events: 9

1 – Elicitation

Marmot: She's... She's got an...

Teacher: She's got...

Marmot: An hedche [incorrect pronunciation of "headache"].

Teacher: She's got a...

Marmot: A headache.

Teacher: Yes, a headache.

2 – Elicitation

Donkey: A bloken leg [incorrect pronunciation of "broken"].

Teacher: She's got a...

Donkey: she's got a bro...

Teacher: She's got a broken...

Donkey: A broken leg.

3 – Clarification Request & Elicitation

Teacher: What was there [points to flashcard]?...

Yes, Snake?...

Snake: A... Thooste [incorrect pronunciation of "toothache"]....

Teacher: Can you repeat?...

Snake: Thursday.

Teacher: Thursday is a day of the week...

Iguana, can you?...

Iguana: *Cárie*...

Cooperating-teacher: No, that's in Portuguese.

Teacher: Okay, it was a Tooth... Tooth...

Ss: Toothache!

Teacher: Toothache, yes, thank you!

4 – Recast

Teacher: Royal Eagle, what has he got?...

Royal Eagle: A hidache [incorrect pronunciation of "headache"].

Teacher: A headache. A headache... Can you repeat?

Ss.: A headache!

5 – Clarification request & Elicitation and Peer correction.

Teacher: What has he got?...

Donkey: Stoms [incorrect pronunciation of stomach ache]...

Teacher: Can you repeat?

Donkey: He's got...

Teacher: A stoma...

Donkey: Stoma...

Teacher: Stomach...

Ss: A Stomach ache.

Donkey: a stomach ache.

6 – Explicit correction & Metalinguistic feedback.

Teacher: Little Horse, can you read number 9?...

Little Horse: Coug [incorrect pronunciation of Cough].

Teacher: Attention [signals with arms to all class and raising voice pitch], listen to this one, look and listen [mimes coughing for all]: Coff.

Ss: Coff.

Teacher: Coff.

Ss. Coff!

Teacher: Oh, and it is important to say... [writes cough on board sideways, keeping eye contact with class] That gh reads as... /f/ ... Coff... It's an eff sound... Okay? You don't read the gh... It becomes [points to word on board]?...

Ss: Coff.

Teacher: Yes, with an eff.

7 – Recast

Teacher: [mimes a sore throat] What have I got?...

Bold Eagle: Have you got a sore trout [incorrect pronunciation of "sore throat"]?...

Teacher: have I got a **sore throat**?... Yes, I have.

8 – Elicitation

Wolf: [mimes feeling sick].

Royal Eagle: do you feel sick?

Wolf: Yes.

Teacher: Yes, I?...

Wolf: Yes, I have.

Teacher: Yes, I...

Wolf: Yes, I do.

9 – Recast.

[Little horse mimed having a cough].

Teacher: Little horse, what have you got?...

Little horse: A cog [incorrect pronunciation of "cough"].

Teacher: That's like this [coughs]; a coff. Who wants to ask the question?...

Iguana: Have you got a coff?...

Teacher: Yes, I've got a coff, a coff.

Iguana and Little Horse: A coff, a coff.

Lesson 7

Summary of OCF:

10 corrective moves: (4 pronunciation, 6 grammar)

1 Recast

4 Elicitations

1 Peer Correction

Combinations: 4

1 Clarification request & Recast

1 Elicitation, Peer correction & Elicitation

1 Metalinguistic feedback, Elicitation & paralinguistic sign

1 Elicitation and Recast

Total OCF events: 10

1 – Recast

Owl: I've got a sore trut [incorrect pronunciation of "sore throat"]!

Teacher: Sore... Sore throat... A sore throat.

Owl: A sore throat.

Teacher: Okay.

2 – Clarification request & Recast

Teacher: What has he got?...

Bunny: A Heldach [incorrect pronunciation of "headache"].

Teacher: Can you repeat? ...

Bunny: headachle.

Teacher: Oh, a headache. Can you repeat?

Bunny: A headache.

Teacher: I see, he's got a **headache**.

3 – Elicitation, Peer correction & Elicitation:

Teacher: [Points to flashcard] She's got an...

Sea Dog: An erac. [incorrect pronunciation of earache]

Other Ss: An earache, earache!

Sea Dog: An earache.

Teacher: Let's repeat: earache.

Ss: Earache.

Teacher: So, she's...

Ss: She's got a earache!

Teacher: Exactly, she's got an...

Ss: An earache!

4 – Elicitation

Iguana: He's a...

Teacher: He's...

Iguana: He's a stomach ache.

Teacher: He's....

Iguana: ...He's... He's got a stomach ache.

Teacher: Yes, indeed, he's got a stomach ache.

5 – Elicitation

Teacher: What about him, how does he feel?...

Iguana: He... sick.

Teacher: He...

Iguana: He feels sick.

Teacher: Good, exactly.

6 – Elicitation

Teacher: What about him, what has he got?

Owl: I got a flue.

Teacher: Yes, but it is not you... It's he... He's...

Owl: He's got a flue.

Teacher: Exactly.

7 – Metalinguistic feedback, Elicitation & paralinguistic sign

Teacher: Who wants to read? It starts like this:

I've got a... Yes, Iguana?...

Iguana: A coff.

Teacher: Yes, coff, it's written with a gh, but it becomes...

Iguana: F!

Teacher: Yes, coff, it is this... [coughs]... What have I got?...

Iguana: A coff.
Teacher: What have I got?...
Ss: A coff, a coff!
Teacher: What have I got?...
Ss: A coff, a coff!
Teacher: Yes, a coff.

8 – **Elicitation**

Teacher: Do you feel dizzy?...
Royal Eagle: No.
Teacher: No, I...
Royal Eagle: No, I don't.
Teacher: Good, good.

9 – **Peer correction**

Teacher: Have you got a cold?...

Royal Eagle: No, I don't.
Iguana: No I haven't.
Teacher: Good Iguana... No, I haven't.

10 – **Elicitation and Recast**

[Donkey mimes having a sore throat]
Teacher: Have you got a sore throat?...
Donkey: Yes, he does.
Teacher: Yes, I...
Donkey: Yes, I doesn't.
Teacher: Yes, I have.
Donkey: Yes, I have.

Lesson 8

Summary of OCF:

5 corrective moves (3 pronunciation, 2 grammar)

1 Repetition

1 Recast

Combinations: 3

1 Clarification request and recast

1 Elicitation Peer correction

1 Elicitation and recast

Total OCF events: 5

1 – Clarification request and Recast

Jaguar: Have got an earache.

Teacher: Can you repeat that?...

Jaguar: Have got an earache.

Teacher: I've got an earache

Jaguar: I've got an earache

Teacher: Right, good.

2 – Elicitation, Peer Correction

Rabbit: I have got cold.

Teacher: I have got...

Rabbit: I have got cold.

Teacher: I have got...

Iguana: I have got a cold!

Teacher: Thank you, Iguana

3 – Repetition

Sea Dog: He's got a sore...

Teacher: He's got a sore...

Sea Dog: A sore throat

Teacher: Okay, good.

4 – Elicitation and Recast

Rhino: A hedach [incorrect pronunciation of "headache"]...

Teacher: Head...

Rhino: headups

Teacher: Headache... Headache.

5 – Recast

Teacher: What have you got?

Donkey: A clut [incorrect pronunciation of cut].

Teacher: A **cut**. Say it out loud, Donkey.

Donkey: A cut.

Teacher: Good, very nice.

Lesson 9

Summary of OCF:

17 Corrective moves (5 pronunciation, 12 grammar)

1 Elicitation

16 learner-led corrective moves in “the teacher is wrong” game – 5 pronunciation, 11 grammar

Total OCF events: 17

1 – Elicitation

Teacher: What’s the matter, Rabbit?

Rabbit: I’ve got... feel sick.

Teacher: I...

Rabbit: I feel sick.

Teacher: Yes, you do.

OCF by learners (“The teacher is wrong” game)

1

Teacher: [mimes hoovering the floor] I always over the floor.

[Excitement in class].

Teacher: Yes, Falcon?...

Falcon: I always Hoover the floor.

Teacher: Yes, nice, thank you.

2

Teacher: [coughs] I have a cog [incorrect pronunciation of “cough”]. I have a cog.

Teacher: Yes, Dingo?

Dingo: I have a coff.

Teacher: Nice, thank you.

3

Teacher: [mimes having a sore throat] I’ve got a sure truth [incorrect pronunciation of “sore throat”]...

Teacher: Yes, Mermaid?...

Mermaid: A sore throat.

Teacher: Yes, thank you.

4

Teacher: Oh, this was a **surpriza** [incorrect pronunciation of “surprise”] for me.

Teacher: Yes, Bunny?...

Bunny: A surprise, a surprise!

Teacher: Yes, that’s what it was, thank you.

5

Teacher: Yesterday, I fell, walking down the steeps [incorrect pronunciation of “steps”].

Teacher: Yes, Marmot?...

Marmot: Steps.

Teacher: Yes, I feel walking down the...

Marmot and Owl: Steps.

Teacher: Okay, good, good.

6

Teacher: Oh, I think, I, I... **has** a cold...

Teacher: Yes, Rabbit?...

Rabbit: Cold?...

Teacher: I, I... has a cold.

Ss: Have, have!

Teacher: Moment, remember you have to put your fingers up. Rabbit?...

Rabbit: I have a cold.

Teacher: Yes, I have a cold.

7

Teacher: My dad, my dad... Have... A sore throat...

Teacher: Yes, Iguana?

Iguana: My dad has a sore throat.

Teacher: Yes, indeed, indeed.

8

Teacher: It’s sad, my dad... Do feel sick. He do... Do feel sick.

[Several fingers up]

Teacher: Yes, Owl?... He?...

Owl: I do.

Teacher: Yes, but if it's your dad?... He?..
Owl: He...
Teacher: Yes, Royal Eagle?...
Royal Eagle: He does!
Teacher: Yes, he does, exactly, **he does**.

9
Teacher says: I... I has a cold.
Teacher: Yes, Marmot?...
Marmot: I have a cold.
Teacher, Okay, yes, that's it.

10
Teacher: My dad.... My dad make his bed. My dad... Make is bed.
Teacher: Yes, Viper?...
Viper: I make my bed.
[Excitement in class]
Teacher: Just a moment... My dad... Make his bed, make... Yes, Royal Eagle?...
Royal Eagle: My dad make your bed?...
Teacher: Just a moment, my dad make, **make** his bed... Bold Eagle?
Bold Eagle: Makes his bed.
Teacher: Yes!
Ss: My dad makes his bed, **he makes**!

11
Teacher: I plays... I plays computer games....
Yes, Jaguar?...
Jaguar: I play computer games.

Teacher: Good, nice, nice.

12
Teacher: My dad, my dad cook dinner.
What's wrong with this?...
Viper: My dad cooks dinner.
Teacher: Yes, very nice.

13
Teacher: I... I cooks dinner. Yes, Marmot?...
Marmot: I cook dinner

14
Teacher: I... I makes my bed.
Teacher: Yes, Rabbit?...
Rabbit: I make... I make my bed.
Teacher: Yes, I make my bed. Good.

15
Teacher: I... I hasn't got a flue. I hasn't got a flue. Yes, Monkey?
Monkey: I... I haven't... I haven't got a flue.
Teacher: Yes, that is it.

16
Teacher: I... I has a temperature. I has a temperature. Yes, Rhino?...
Rhino: I have a temperature.
Teacher: Yes, that is it, good.

Lesson 10

Summary of OCF:

3 Corrective moves (3 grammar)

2 Elicitation

1 Recast

Total OCF events: 3

1 – Elicitation

Teacher: What are these?

Sea Dog: These are feelings?...

Teacher: Yes, but these are, compared to this [points to verbs on interactive board]?...

Sea Dog: These are...

Teacher: These are verbs and these are?...

Sea Dog: Adjectives.

Teacher: Yes, exactly.

2 – Elicitation

Teacher: Here we have Susan, what is she doing?

Iguana: Laughs.

Teacher: Yes, she is...

Iguana: Laughing.

Teacher: Yes, she is laughing.

3 – Recast

Teacher: And at the end, what did we do?

Iguana: Talk about the story.

Teacher: Yes, we **talked** about the story.

Iguana: We talked.

Appendix 5 – Survey to teachers

Oral Corrective Feedback in the Primary

English Classroom in Portugal

This survey is about using oral corrective feedback in primary English classes and is part of a research project related with an MA in Teaching English to Young Learners, at *Faculdade de Ciências Sociais e Humanas - Universidade Nova de Lisboa*.

- It is for teachers who are in the 120 recruitment group.
- It should take about five minutes to complete.
- It will be available for completion online until 15th January 2017.
- The results will be used for academic purposes only.
- Your participation is voluntary and all information you provide will be kept confidential.

Thank you,

David Gaspar & Sandie Mourão

1 – Are you male or female?

Male

Female

2 – Do you have 120 recruitment group qualification?

Yes

No

3 – How confident are you about using Corrective Feedback?

Very

Quite

A bit

Not at all

Consider the strategies bellow for the correction of the following utterance: "**He has dog**".

- a) Reformulating the error (Recast): "He has a dog."
- b) Alerting to the error and providing correction (Explicit Feedback): "No, you should say he has a dog."
- c) Making a metalinguistic comment (Metalinguistic Feedback): "You need an indefinite article."
- d) Asking for clarification (Clarification Request): "Sorry?..."
- e) Eliciting the correct form (Elicitation): "He has..."
- f) Repeating the wrong sentence with intonation stress (Repetition): "He has dog?..."

4 – How familiar are you with these strategies?

Very familiar

Somewhat familiar

A little familiar

Not familiar at all

5 – How often do you use Oral Corrective Feedback in your Classroom?

Often

Sometimes

Rarely

Never

6 – What OCF strategy do you use most?

Recast

Explicit Feedback

Clarification Request

Metalinguistic Feedback

Elicitation

Repetition

A combination of several

Others: provide a short description

7 – How do you verify if your OCF was effective?

I don't verify

I remember to check from lesson to lesson

I make a note and check it later

I prepare subsequent activities that involve language previously corrected

Other (If you selected "other" please write a short description)

Thank you for completing the survey.

David Gaspar & Sandie Mourão.